

**THIRD GRADE
CURRICULUM
OVERVIEW
2020-2021**



**MATHEMATICS
Singapore Math**

Numbers and Numeration

- Read, write, and identify place values within 5-digit and 6-digit numbers
- Compare and order numbers up to 10,000.
- Write dollar and cents notation (\$0.07, \$7.07)
- Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”
- Recognize, name, use, and convert equivalent fractions with denominators of 2, 4, and 8; use strips as area models

Operations and Computations

- Demonstrate immediate recall of addition and subtraction facts
- Fluently add and subtract two numbers through 999 using regrouping and through 9,999 without regrouping
- Use mental strategies to fluently add and subtract two-digit numbers
- Estimate the sum and difference of two numbers with three digits (sums of up to 1,000), and judge the reasonableness of estimates
- Add and subtract money in dollars and cents
- Fluently find products up to 10×10 ; find related quotients using multiplication and division relationships
- Solve division problems involving remainders, viewing the remainder as the “number left over”; interpret based on problem context, e.g., when we have 25 children with 4 children per group then there are 6 groups with 1 child left over
- Understand that any fraction can be written as a sum of unit fractions
- Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line
- Understand and relate decimal fractions to fractional parts of a dollar

Data and Chance (Probability)

- Read and interpret bar graphs in both horizontal and vertical forms
- Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph

Measurement and Reference Frames

- Know and use common units of measurements in length, weight, and time
- Tell time to the nearest minute
- Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters
- Know benchmark temperatures such as freezing (32°F , 0°C); boiling (212°F , 100°C); and compare temperatures to these benchmarks (e.g., cooler, warmer)
- Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths

Geometry

- Identify points, line segments, lines, and distance
- Identify perpendicular lines and parallel lines in familiar shapes and in the classroom
- Identify parallel faces of rectangular prisms in familiar shapes and in the classroom
- Identify, describe, compare, and classify two-dimensional shapes; e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices
- Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles
- Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices)
- Represent front, top, and side views of solids built with cubes

Patterns, Functions, and Algebra

- Use rules to complete “What’s My Rule?” tables
- Describe a pattern and use it to solve problems
- Describe a rule and use it to solve problems
- Determine whether number sentences are true or false
- Use conventional notation to write addition/subtraction and multiplication/division sentences
- Write number models to represent number stories
- Solve number story problems
- Use a calculator to solve problems

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ENGLISH LANGUAGE ARTS

Reading

Read at Grade Level

- Consistently demonstrates ability to read and comprehend grade level material (social studies books, periodicals, science materials, genre studies)

Use Strategies to Decode Unknown Words

- Picture clues
- Beginning and ending sound or word chunks
- Context clues
- Word families

Demonstrate Comprehension of Narrative

Text/Informational Texts

- Apply comprehension strategies before, during, and after reading (making connections, visualizing, asking questions, summarizing and making inferences)
- Demonstrate an understanding of story elements (setting, characters, events, problem, solution, and ending)
- Identify topic, main idea, and supporting details
- Identify and utilize text features (headings, captions, table of contents, bold faced text, maps, diagrams, glossary, and index)

Read Fluently

- Attend to punctuation
- Read smoothly without unnatural pauses
- Read with expression

Initiate Independent Reading

- Enthusiastic about reading and learning how to read
- Read on his/her own
- Use individual reading time effectively and appropriately

Choose Material That Can Be Read Independently

- Materials chosen are appropriate for child's reading level

Writing

Generate Own Writing Ideas

- Demonstrate ability to brainstorm and organize ideas
- Utilize graphic organizers

Organize and Focus Ideas

- Central idea is evident in the topic sentence
- Stay on topic
- Has developed a clear beginning, middle, and end

Demonstrate Voice

- Awareness of audience when writing

- Exhibit personal style by expressing emotion, using details, and showing samples

Vary Word Choice

- Use words correctly
- Use strong verbs and adjectives

Demonstrate Sentence Fluency

- Write complete sentences with subject and predicate.
- Sentences vary in both length and style
- Writing is smooth, natural, and easy to read

Evaluates and Revises Own Writing

- Revise in response to suggestions
- Reread for clarity, order of ideas, and word choice

Apply Grade-level Conventions

- Demonstrate a developing sense of a paragraph (topic sentence, supporting details, conclusion)
- Utilize effective grammar (subject/verb agreement, verb tenses, and possessives)
- Utilize effective punctuation (periods, exclamation points, question marks, comma, and quotation marks)
- Utilize proper capitalization

Apply Spelling Conventions

- Spell grade level words correctly
- Correctly spell frequently encountered words (e.g., multisyllabic, r-controlled, most consonant blends, contractions, compounds, common homophones)
- Use structural cues for less frequently encountered words (e.g., letter/sound, rimes, morphemic)

Form Letters and Write Legibly in Cursive

- Fluently and legibly write the cursive alphabet

Listening and Speaking

Listen Attentively in Large and Small Groups

- Look at the speaker
- Ask questions/comments
- Listen to the comments of a peer and respond to the topic by adding a connected idea

Respond Appropriately to the Material Read/Heard

- Actively contribute to class discussions
- Knowledgeably listen, view, and discuss a variety of genres and compare responses to their peers.
- Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and extend their response by connecting and relating it to personal experiences.

Speak Clearly When Sharing Information

- Able to remain focused on subject matter
- Uses appropriate tone of voice and intonation
- Makes eye contact with audience

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**SCIENCE
McGraw Hill Inspire Science**

Physical Science (Forces Around Us)

Force and Motion

- Understand that objects are at rest or in motion because of balanced or unbalanced forces acting upon them
- Understand that the effects of a force or forces on an object can be observed and measured, and from this, patterns can be discerned.
- Identify patterns that can be used to predict future movements
- Determine that each force acts on one particular object and has both strength and direction
- Understand that an object at rest may have multiple forces acting on it, but they add to give zero net force on the object
- Determine forces that do not sum to zero can cause changes in the object's speed or direction of motion

Types of Interactions

- Identify that objects in contact exert forces on each other
- Recognize electric and magnetic forces between a pair of objects do not require that the objects be in contact
- Recognize magnetic forces cause objects to attract and repel
- Recognize that objects with the same charge repel each other
- Determine the sizes of the forces in each situation depends on the properties of the objects and their distances apart (for forces between two magnets, on their orientation to each other)
- Identify electrical charge as the property of matter that causes electricity

Life Science (Life Cycles and Traits, Different Environments)

Inheritance and Variation of Traits

- Identify that plants and animals have unique and diverse life cycles and traits
- Recognize an organism's individual traits are inherited from previous generations

- Recognize other characteristics result from individuals' interactions with the environment, which can range from diet to learning
- Understand that many characteristics involve both inheritance and environment
- Describe that the life cycle of all organisms follow the pattern: birth, growth, reproduction, and death

Adaptation and Natural selection

- Identify that for any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all
- Recognize when the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
- Determine that sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing

Development and Social Interaction

- Recognize that reproduction is essential to the continued existence of every kind of organism
- Identify that being part of a group helps animals obtain food, defend themselves, and cope with changes.
- Realize groups may serve different functions and vary dramatically in size
- Determine that populations live in a variety of habitats, and change in those habitats affect the organisms living there

Common Ancestry and Diversity

- Recognize some kinds of animals that once lived on Earth are no longer found anywhere
- Understand fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environment

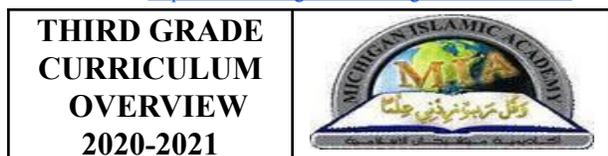
Earth Science (Observing Weather)

Weather and Climate

- Understand scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next
- Recognize climates describe a range of an area's typical weather conditions and the extent to which those conditions vary over years

- Identify a variety of natural hazards resulting from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts

**NGSS' *Three Dimensions of Science Learning* cuts across all of these topics. To learn more about NGSS, visit this website: <https://www.nextgenscience.org/three-dimensions>



SOCIAL STUDIES

Meet Michigan

Geography of Michigan

- Describe how the local community is part of a larger region (e.g., county, metropolitan area, state)
- Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment
- Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions
- Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest)
- Locate natural resources in Michigan and explain the consequences of their use
- Describe how people adapt to, use, and modify the natural resources of Michigan

The History of Michigan

- Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- Explain how historians use primary and secondary sources to answer questions about the past
- Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, increased population, statehood)
- Draw upon traditional stories of American Indians (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi;

Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs

- Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment
- Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan
- Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood)
- Describe how Michigan attained statehood
- Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood)

The Growth of Michigan

- Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making)
- Identify questions that historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors)
- Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan
- Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past
- Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan

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RELIGIOUS STUDIES

Arabic

- Be able to sound out and read words in Arabic.
- Understand basic texts when read or listened to.
- Communicate their thoughts to other individuals, especially on topics relating to everyday matters.
- Watch Arabic cartoons with a higher level of understanding.
- Comprehend and answer oral and written questions.
- Learn basic grammar rules.
- Be able to spell and write out words when heard verbally.
- Be able to write thoughts (up to three sentences) on paper.
- Go through entire class periods using only the Arabic language.

Qur'an

- To understand the meaning of the ayaat
- To recite the Quran in a correct manner (tajweed)
- To memorize the ayaat
- Learn how to read Quran using (Quran Made Easy Book)
- Surah to be covered:
 - Al-Naziat
 - An-Nabaa
 - Al-Mursalat
 - Al-Insan
 - Al-Qiyama

- Ayatul Kursi
- Last 3 ayaat of surat Al-Baqara

Islamic Studies

- List the six pillars of faith (Iman), and understand each one's importance to an individual's belief
- Narrate and extract lessons from the life of Prophet Ibrahim
- Be able to perform Wudu and Salah correctly
- Understand benefits of praying as a group
- Understand the general concepts of Hajj, Zakat, and Thikr
- Describe the circumstances that the Prophet (SAW) received his first revelation and the conditions under which Islam began in Makkah
- Describe the events of the migration to Abyssinia, the boycott against Muslims in Mecca, and al-Isra'a wal Mi'raj
- Incorporate principles of Islamic character into daily life, including cleanliness, cooperation, respect, and honesty